

KYAE Common Core Standards
Unpacking Chart for Language Standards (9th-10th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
L9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Use parallel structure.*	Use	parallel structure		Applying	After a lesson on parallel structure, students create sentences in which they describe three activities they like to do in one sentence. To check for parallel structure, have the students place the activities in columns to check for alignment.
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Use to convey add	various types of phrases and clauses specific meanings and interest	to writing or presentations	Applying	Students will design and create a brochure about a state park in Kentucky including illustrations, captions, descriptive phrases and marketing slogans.
L9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent	Use	a semicolon and perhaps a conjunctive adverb		Applying	Using conjunctive adverbs (i.e., subsequently, conversely, comparatively, equally, in addition, in contrast,

clauses.	to link	two or more closely related independent clauses			furthermore, hence, likewise, etc.) students will write about a historical, sport, or current celebrity.
b. Use a colon to introduce a list or quotation.	Use to introduce	a colon a list or quotation		Applying	Students will conduct interviews with fellow students making sure they include quotations and lists when writing about the student interviewed.
c. Spell correctly.	Spell	correctly			Discuss with the students the variety of ways they can spell correctly when writing. Create a Spell Correctly Checklist with the students for reference (e.g., use spell check on the computer, stretch the word into known parts, connect unknown to know word, read writing aloud, use a dictionary, check each word beginning from the end and moving backward).
L9-10.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	Write and edit	work	so it conforms to the guidelines in a style manual appropriate for the discipline and writing type	Applying	Students create an anchor chart that displays writing guidelines from a style manual (e.g., MLA) to be used for reference when using the internet, magazines or books.

L9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based *on grades 9-10 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Use	context	as a clue to the meaning of a word or phrase	Understanding	Provide students with examples of the five most common types of context clue structures (e.g., definitions, examples, restatements, cause/effect relationships, comparisons). Students apply these strategies to determine the meaning of unknown words in a paragraph.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	Identify and correctly use	patterns of word changes	that indicate different meanings or parts of speech	Understanding	Students will make a three column chart with Noun, Verb and Adjective on the top. Students will generate patterns of words (e.g., analysis, analyze, analytical) and place the words in the correct column
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	Consult to find or determine or clarify	general and specialized reference materials, the pronunciation its precise meaning, its part of speech, or its etymology	both print and digital of a word	Understanding	Given a list of unknown words, students will be divided into teams of three. One student will consult a glossary to find the pronunciation of the word , another student will consult a thesaurus for a synonym of the word and the third student will use a dictionary to determine the meaning, parts of speech or etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Verify	the preliminary determination	of the meaning of a word or phrase	Understanding	Given a list of unknown words, students will make their best guess of the meaning of the word from context clues and then check a dictionary for verification.

L9-10.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Interpret and analyze	figures of speech their role	in context in the text	Understanding	After a lesson on the meaning of euphemisms, students will be given a list of blunt terms and create examples of euphemisms.
b. Analyze nuances in the meaning of words with similar denotations.	Analyze	nuances in the meaning of words with similar denotations		Understanding	Students make a list of different ways to describe the same thing by using words that contain different nuances (e.g., He is an active boy. He is a rambunctious boy. He is a restless boy.).
L9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately gather when considering	grade- appropriate general academic and domain- specific words and phrase; vocabulary knowledge a word or phrase	 important to comprehension or expression	Applying	In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.

KYAE Common Core Standards

Unpacking Chart for Language Standards (11th – 12th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
L11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	Apply	the understanding that usage is a matter of convention, can change over time, and is sometimes		Applying	Given passages from text written in the past 100 years, students will discuss how English usage has changed over time. Students can also discuss how Tweeting and texting has changed English grammar.
b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.	Resolve consulting	issues of complex or contested usage references as needed		Applying	Students will become familiar with the use of references (e.g. dictionaries and Garner's Modern American Usage) by looking up unknown words and parts of speech.
L11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Observe hyphenation conventions.	Observe	hyphenation conventions		Applying	After finding examples of hyphens in magazines, newspapers and the internet, students will create an anchor chart of hyphenation conventions.

b. Spell correctly.	Spell	correctly			Discuss with the students the variety of ways they can spell correctly when writing. Create a Spell Correctly Checklist with the students for reference (e.g., use spell check on the computer, stretch the word into known parts, connect unknown to know word, read writing aloud, use a dictionary, check each word beginning from the end and moving backward).
L11-12.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Vary consult apply	syntax for effect references for guidance as needed an understanding of syntax	 to the study of complex text when reading	Applying	After discussing the meaning of syntax and how it is used in improving sentence construction, students will be given a simple sentence and discuss ways to improve it. The students could also practice by writing poetry (e.g., Dimante poetry form).
L11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies.					
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Use	context	as a clue to the meaning of a word or phrase	Understanding	Provide students with examples of the five most common types of context clue structures (e.g., definitions, examples, restatements, cause/effect relationships, comparisons). Students apply these strategies to determine the meaning of

					unknown words in a paragraph.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>).	Identify and correctly use	patterns of word changes	that indicate different meanings or parts of speech	Understanding	Students will make a three column chart with Noun, Verb, and Adjective on the top. After generating a list of word patterns, students will place the words in the correct column.
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	Consult to find or determine or clarify	general and specialized reference materials, the pronunciation its precise meaning, its part of speech, its etymology, or its standard usage	both print and digital of a word	Understanding	Given a list of unknown words, students will be divided into teams of three. One student will consult a glossary to find the pronunciation of the word, another student will consult a thesaurus for a synonym of the word and the third student will use a dictionary to determine the meaning, parts of speech or etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Verify	the preliminary determination	of the meaning of a word or phrase	Understanding	Given a list of vocabulary words from a text, students will use context clues to guess the meaning of the word and then go to the dictionary or glossary to verify the meaning of the word.
L11-12.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.					
a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	Interpret and analyze	figures of speech their role	in context in the text	Understanding	After discussing the meaning of hyperbole and paradox, students will interpret figures of speech and discuss how they are used in examples from

					text and then make up their own examples.
b. Analyze nuances in the meaning of words with similar denotations.	Analyze	nuances in the meaning of words with similar denotations		Understanding	Students make a list of different ways to describe the same thing by using words that contain different nuances (e.g. It is a hot day. It is a steamy day. It is a scorcher of a day.).
L11-12.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately gather when considering	grade-appropriate general academic and domain-specific words and phrase; vocabulary knowledge a word or phrase	important to comprehension or expression	Applying	In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.